

THE TIMES

Higher Education

SUPPLEMENT

July 4, 1980 No 401

Price 25p

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Redundancy rift puts new body in jeopardy

David Jobbins

The future of the new negotiating body for conditions of service for polytechnic and college lecturers is again in doubt because of a continuing rift between employers and unions over redundancy agreements. A tense meeting of the national joint council ended in total deadlock with the employers refusing to agree that the 1975 deal between the Council of Local Education Authorities and the National Association of Teachers in Further and Higher Education could be binding on individual authorities. The local authority side maintains that the agreement—which provides for a year's notice or retraining—are at best strong recommendations which member authorities are free to observe—or ignore. And a survey of the 104 education authorities in England and Wales, carried out by the management side that only 33 of the 87 had replied had ratified the procedures locally. Fifty-six authorities

said however that they would follow the recommendations while only 15 made clear they would not. The issue is to be discussed at this month, but the chances of any moves by the employers towards making the procedures binding are highly unlikely. The response has done little to satisfy union leaders, who are desperately anxious at the deteriorating situation with more than 300 redundancies among lecturers planned. "Where a national agreement exists, it is not satisfactory for individual authorities to refuse to observe its terms," one senior Nuffield official said. Nuffield general secretary Mr Peter Dawson complained after the meeting that at an early stage of the NJC's existence, it was apparent that management representatives at national level were unable to "deliver the goods" because of the attitude of "a small but significant minority of authorities." If that were to continue it will call into question the whole purpose of the NJC and its chances of success," he warned. The only rationale for relegating the agreement to an appendix of the codified document was an unwillingness to implement the procedures.

In a tacit admission that some authorities have stepped out of line, the employers agreed to circulate a jointly-drafted circular dealing with Nuffield's repeated complaints that premature retirement compensation schemes are being used to disguise redundancies and evade consultations with the unions. The circular will advise authorities that implementation of PRC schemes when job losses are needed should follow full consultations with Nuffield no redundancies. There was total deadlock at the meeting over the insistence by management that lecturers should work a day in lieu of the May Day bank holiday, but agreement was reached on a compensation scheme for lecturers who fall victim to assaults.

Pay panel heads for trouble

Employers and unions have submitted what appear to be irreconcilable arguments to the pay arbitration panel which meets next week to settle the 1980 public sector lecturers' pay claim. Local education authorities' evidence to the panel says that unless employers are able to recoup the 4 per cent mistakenly awarded to lecturers for 1979 as a result of the error in the Clegg report, "pay bargaining in future years could compound the already large error into one that would each year be financially insupportable and permanently contentious." To compensate for the error, the employers have reduced on earlier pay of 1.5 per cent for 1980 to 0.2 per cent. But a submission to the panel by the National Association of Teachers in Further and Higher Education demands a return to Houghton relativities, indicated to take account of earnings increases elsewhere—a package that could give some lecturers increases of more than 40 per cent. The management submission says that neither side would have made the 1979 agreement, which depended heavily on the reference to Clegg. If they had not been confident that the commission's recommendation would be accepted as they stood.

All parties must therefore now acknowledge the commission's considered view, published as a correction to the report, they argue. The management underlines the tough financial constraints on local authorities, with the Government allowing only 13 per cent for 1980 and price increases between November 1979 and March 1981. Its offer was at the limit of most authorities' resources, it says. With a renewed warning of the effect on teachers' jobs, they comment: "An award in excess of the capacity to pay will reduce the service in a number of authorities to a level the management panel could only contemplate with dismay." In their submission, the union effectively accuses the employers of paying lip service to the Houghton principles while progressively eroding the relative standing of lecturers established in the report. On the 13 per cent offer it says: "Yet again we find ourselves in the extraordinary position where the management panel is consciously making proposals which would deteriorate the salary position of teachers." This process is undertaken year in and year out in normal negotiations and is repeated with even greater force when an outside body has sought to rectify the position," continued on back page

Treasury stops grant change

Plans to change student grant regulations to enable more young people to transfer from further to higher education have been blocked by the Treasury on the grounds of cost—although the Department of Education and Science believes the cost would have been only £500 a year. The changes were proposed by the DES following this year's annual review of mandatory awards regulations. They were designed to end the present system under which students under 25 who gain higher education places at the strength of further education diplomas do not qualify for grants automatically while applicants with A levels do. Dr Rhodes Boyson, Under Secretary for Education, said this week at the DES on the local education authorities had regarded the changes as important. "My view is that we want to encourage easier transfer between crafts and academic courses and non-advanced and advanced courses." But the Treasury has agreed to action only a small change in the regulations, allowing students who complete their further education courses before the age of 19 to qualify for mandatory higher education grants. This change is described in a letter to the DES from the Treasury continued on back page

Persecuted Tomin applies for entry into Britain

Dr Julius Tomin, the Czechoslovak philosopher, has filed a claim for permission to leave the country with his family and come to Britain. He has applied for a five-year exit visa. Dr Tomin has run a series of unofficial philosophy seminars in private flats in Prague for the past three years—the longest running series of open seminars ever held. In recent months Czech security police have repeatedly broken up the seminars. Dr Tomin and a number of his students have been repeatedly detained and interrogated by police and sometimes violently assaulted. Dr Kathleen Wilkes, lecturer in philosophy and fellow of St Hilda's College, Oxford, who has organized a series of visits of leading western academics to attend the seminars, said it had now become impossible for Dr Tomin to continue working and teaching in Czechoslovakia. Dr Wilkes is one of three Oxford philosophers expelled from Czechoslovakia for attending Dr Tomin's seminars. Dr Tomin has never been charged with any offence and in the past police interrogations have repeatedly urged him to leave the country. Dr Tomin is now keen to start helping his family. His wife Zdena, who is a leading Charter 77 spokesman, has been refused jobs and



his elder son, Lucas, who is 16, has been denied a place in secondary school for three years in spite of repeated applications. Dr Tomin will face numerous invitations to lecture if he arrives in Britain. Balliol College, Oxford, has already invited him to give the Vaughan Memorial lectures. Meanwhile the Czech authorities have informed a United Nations committee that academics attending Dr Tomin's seminars were expelled because they had previously published material prejudicial to the interests of the country, and because students at the seminars were "out of all philosophers".

New study explodes age-old myth of academics on the decline



From Olive Cookson
WASHINGTON
A new study suggests that declining intellectual vigour as retirement approaches may be a myth. Eugene Hammett, professor of anthropology and demography at Berkeley, and Sandra Smith, the university's senior administrative analyst, analysed the activities of 121 chemists on eight University of California campuses. They concluded that in general intellectual productivity increases with age though the rate of increase slows down after 50. The study, undertaken for the University of California Task Force on Faculty Renewal chaired by Professor Hammett, completely contradicts Harvey Lehman's influential book *Age and Achievement*, published in 1953, which claimed that intellectual productivity decreased steadily from the late 30s. According to Lehman, the decline set in particularly early among chemists—to the late 20s. Hammett and Smith defined intellectual productivity more broadly than previous studies, which generally concentrated on research and publications. They looked at the chemists' teaching, administration, professional activities and university and public service too. The study says: "Those who do a lot, do a lot of everything. The pattern of decline in research and a shift to teaching and service holds for low, not high producers. They do less and less with age, but the decline is stronger in research". In other words, the myth of intellectual decline only coincides with reality for academics who were least fruitful in the first place.

The crude data shows a peak in the late 1940s when total intellectual activity is plotted against age, but the authors say this apparent confirmation of Lehman's results is grossly misleading. It is due to the fact that each successive generation of chemists joining the University of California faculty has on average been significantly more productive at any given age than the previous one. Therefore chemistry professors now in their fifties and sixties are more active than they themselves have even been. But they are not quite as active as their colleagues in their late forties and early fifties, who are considerably more productive than the previous generation. Hammett and Smith are planning to expand their analysis to include other institutions and other disciplines.

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Public supports idea of student loans

by Ngain Cropper

There is little support among the general public and media for the Government's plan to introduce a new system of student loans, according to a survey published today by the Institute of Economic Affairs.

The survey found that the public most favoured some form of loan scheme, but the unconditional grant was the most popular with students and their parents. Nevertheless, the conclusion is that the survey clearly demonstrates that a loan scheme for meeting some or all of student maintenance costs in higher education would be likely to have the support of a substantial majority of the electorate.

The survey was carried out by Professor Cedric Sandford and Dr Alan Lewis of the University of Bath and Mr Norman Thomson of the University of Adelaide. They interviewed about 2,000 members of the public picked at random and then compared a sample of students and their parents at Bath and Exeter universities.

The aim was to discover what the different sectors thought about the present means-tested scheme of student support and their attitudes to alternatives.

The students were asked about the effect of a loan scheme on their decision to go to university. Would they have been as willing if there was a loan scheme with the condition that repayments, at a moderate rate of interest, were only required from ex-students in full-time employment with earnings above the national average?

Of those questioned at Bath, 49 per cent, and at Exeter, 44 per cent said they would be as willing. Thirty-one per cent at Bath and 27 per cent at Exeter said they would be less willing, 10 per cent and 4 per cent, respectively, said they would be more willing.

Four options: a means-tested grant, an unconditional non-repayable grant, student loans, and a mixture of loan and grant, were presented. Less than one per cent of the general public, 22 per cent of students, and 30 per cent of parents favoured the present system.

The students' chief criticisms were that they resented being dependent on their parents while dependent on age, and that grants, legally of age, and that grants, sometimes not made up. Parents

Engineers 'must be fostered'

Schools must be helped to recognize and foster potential engineers if the profession wants to acquire recruits with the strongest abilities, the Schools Technology Forum has warned.

In its response to the Finlayson report, the forum points out that the necessary capabilities must be clearly defined and publicised by the profession. "Success in engineering is not synonymous with success in science," it says.

There are many influences on young people's career decisions, a major one being the choice of school subjects. Mathematics and science

often lead to engineering careers but success in these subjects is only a partial indicator of engineering ability. Only creative and technological subjects give a strong indication, although they do not have the status to be part of school curricula.

However, some schools have injected technological subjects into their timetables, the report adds.

"These technological subjects are not vocational, they merely help to develop knowledge appropriate to the society they serve. They are of general educational necessity," the report states.

Labour document's plan of attack on 'elitism'

New plans to use the university grant system to penalize children from private schools and proposals to end the "elitism" of Oxbridge colleges are contained in a confidential document produced by the Labour Party's national executive committee.

Before being adopted as party policy the document will be debated next week by the party's national conference and then the full NEC. It may also come up for debate at the party's annual conference in the autumn. The relevant parts of the document are reproduced below.

Private schooling would dissuade many parents from sending their children to private schools. The objection to such a scheme is that it would reduce the independence of young people by penalizing them for their parents' decision, and ability to send them to the private secondary sector. Another objection is the charging of full cost fees to certain groups of students such as overseas students and those privately educated children with the principle that all young people qualified and willing to attend higher education should have the right to a place.

Oxbridge: Over 90 per cent of Oxbridge students come from private schools and former direct grant schools, although these schools together produce only 29 per cent of pupils gaining three A levels. It is clearly unfair to a large number of potential applicants from the maintained sector and has produced an elite which is profoundly ignorant of, and remote



Number 66 "MASH" and students from Napier College, Edinburgh, emerge through the water jets on the final leg of the Kenmore to Aberfeldy Tait Race.

Feminism tops at Communist University

by Paul Fletcher

The 12th Communist University of London opens in London this weekend with feminism and women's studies topping the list of courses on offer.

The university, which hopes to attract at least 1,500 people during its nine days' run at the University of London Union, is offering 67 courses with 300 lecturers. It has been running since 1968 when about 200 students, mainly members of the Communist Party, met to provide an alternative to courses in colleges and universities.

This year the university hopes to attract a lot more people who normally work by providing many more evening and weekend debates and courses.

Mr Denis Walshe, the organizer of this year's events, said: "The university has developed from being what amounted to a Communist Party school to a general service for the left. We now want to make our events more accessible to working people as well as students."

One of the reasons for the success of the university is the development of a more open and independent policy. Political problems such as Afghanistan as well as studying academic subjects and examining the education system.

"We want to look at selection and discrimination in education, particularly in the recent decision by the Government to ask parents to help pay for their children's education, contrary to so many principles of our system," said Mr Walshe.

A last minute effort to promote a discussion on "academic freedom" between Professor Julius Gould, professor in sociology at Nottingham University, author of a report on Marxism working in higher education, and Professor John Griffith, professor of law at the London School of Economics, and member of the Campaign for Academic Freedom and Democracy, fell through. Professor Gould has been educated in recent years in organising an alternative, a University of the Open Society.

Aaronovitch sets his style with an attack on the knockers

Mr David Aaronovitch began his term of office as the 39th president of the National Union of Students this week with two statements that promise a very lively and varied style of leadership. He attacked the "blinkered and knocking" approach of the Government to students and, quite separately, outlined plans to help students dance the night away at the end of the day's political debate.

Politicians and pundits are sopping the morale of students and causing them to lose confidence and steady unremitting pressure on the Government to re-assess its policies on higher education, are found to be two major themes of Mr Aaronovitch's presidency.

He attacked the Government for what appears a simplistic desire to gear education to short-term needs of industry, which could be a first step on the road to a phillistine society.

Already the number of 18-year-olds entering higher education since 1972-73 has fallen by 12 per cent and the numbers will continue to fall if the Government does not change its tack, he said. He quoted Oscar Wilde on the society "that knows the price of everything and the value of nothing".

Britain's economic survival can only be guaranteed by more people going to universities and colleges, not less. That's why we want people to stop knocking students," he said.

He repeated earlier warnings that students would not tolerate distasteful job prospects and constant falls in the value of the student grant for much longer. "Some will fight, some will emigrate, and some will simply not bother with higher education at all."

In a different light, Mr Aaronovitch, became the first president to double up as executive member responsible for NUS entertainments, though the advantages are apparent.

Providing entertainment for the 750 affiliated student unions has become an important business for the union. "Most people associate NUS with demonstrations and political campaigns. But in fact most of our members regularly attend discos, concerts and film shows."

Therefore bidding organizations have been asked to produce a costing methodology, which will not be applied individually by local authorities.

Education Staff College, the Institute of Local Government Studies

at Birmingham University and two leading firms of management consultants.

The idea to offer the work out for tender was instigated by the Macfarlane committee. The committee was set up last July to look into the education and training of 16 to 19-year-olds under the chairmanship of Mr Neil Macfarlane, minister for state at the DES, and is due to report later this year.

The committee has concluded that there is no single national solution to the education of 16 to 19-year-olds and that some method must be devised which can be applied individually by local authorities.

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'Servant' tag outlawed at Pembroke

by David Jobbins

A week-long strike has dissuaded an Oxford College from referring to its manual workers as "servants".

A major plank of the agreement which ended the dispute at Pembroke was a declaration by the 350-year-old college that the term would no longer be used verbally or in writing in references to chefs, kitchen staff, porters and other manual workers.

The Pembroke employees, members of the National Union of Public Employees, have also secured a declaration of intent on union recognition and an index-linked pay deal giving them £1.40 an hour for the basic grade from August 1.

They had sought £1.38 an hour from June 1 but were met with a refusal by the college authorities to deviate from the August settlement date.

The agreement, reached with a three-man committee deputed by Pembroke's governing body, was described by NUP's full time organiser for the country, Mr Alf Collier, as a "major breakthrough".

A significant number of colleges were now paying half-yearly increases to their manual workers, Mr Collier said. "There is no doubt about the reason for this," he added. "It is a result of the industrial action we have been taking and the claim we have made that the Clegg award should be a minimum."

He had written to 20 Oxford colleges demanding that the Clegg award should be a minimum. "Most people associate NUS with demonstrations and political campaigns. But in fact most of our members regularly attend discos, concerts and film shows."

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Study gives bird's eye view of university research projects

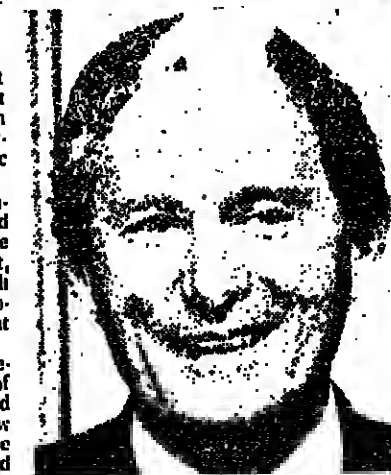
by Robin McKie
Science Correspondent

It is vital that universities are not seen as mere graduate factories but are appreciated for their research work which is of critical importance to British society, Sir Alec Merrison warned this week.

Sir Alec, chairman of the Committee of Vice-Chancellors and Principals, was speaking at the launch of the committee's pamphlet, *Research in Universities*, which highlights 25 major research projects now being carried out at United Kingdom universities.

The pamphlet is intended to reveal the diversity of the work of universities and Sir Alec described it as "a bird's eye view of how universities do their research". He added that these projects would have immediate effect on the lives of people in the country.

The work highlighted covers engineering, scientific, medical, and social science research and ranges from noise and vibration studies at Essex University to hepatitis and



Sir Alec Merrison: "Immediate effect".

alcoholic cirrhosis research at Glasgow University and the investigation of liquid crystal displays at Hull University.

A total of 7,500 copies of the report have been printed and these are to be sent to research councils, the University Grants Committee, major industrial companies, MPs and overseas organisations, Sir Alec added.

He said that the pamphlet was not "a scientific self defence" of university research, yet it was a financial challenge. "We depend on the public purse and must account from time to time on how we are spending that money."

He also rejected the suggestion that more detailed accounts of the results of university research were needed to properly justify its use of public money.

"There are no criteria for adequately measuring the productivity of basic research," he added. Rutherford was criticized for his research into the neutron, yet it was after his work, it led to the development of the atom bomb which has completely changed the whole of human society.

Image Boosting Equation: page 8

Ruskin principal calls for 16-19 alliance

by Patricia Sonthalli

Central government should urgently define the priorities of 16-19 education and then provide funds to whichever group offers the most effective programme, Mr John Hughes, principal of Ruskin College, Oxford, said this week.

Speaking at a seminar on the education and training of the 16-19 age group, Mr Hughes said that in the present economic climate where most institutions and organisations were retreating and unwilling to take on the cost of providing incentives both to attract and to retain staff, it was vital to offer incentives both to attract and to retain staff.

"You cannot leave the top open with resources flowing out, or give the impression that the education system is a black hole where the employee received supportive education and training."

Mr Jock Mansell, director designate of the further education unit who attacked the present system's inequality, said: "The development of a coordinated system ensuring a minimum of inequality and a maximum of progression."

He added that the present lack of emphasis for youngsters and full-time education offered one of the best opportunities of increasing the number of young people remaining in full-time education and training.

This is not a short-term solution, it was a challenge and one which could break down the inequality of the education system by bringing in a greater number of working class young people. This could be done by providing counselling and work where the student was supported by work experience or where the employee received supportive education and training.

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John O'Leary reports from the conference on Higher Education and National Needs in Cambridge

'No hope of a Government blueprint'

The Government has no intention of drawing up a blueprint for the development of higher education over the coming decade, Mr Stuart Sexton, political adviser to the Secretary of State for Education, told a conference this week.

Speaking at the conference in Cambridge, Mr Sexton said an evolutionary approach would be adopted. The Government had been very careful not to close off any sector which it considered how to reach its objectives.

While this would put the emphasis on quality, there would be a re-assessment of the obligation of higher education to meet national needs, he said. To do this would be entirely consistent with the clearly held concept of academic freedom and would involve neither government direction nor detailed manpower planning.

Mr Sexton also revealed that while the higher education system could expect generally level funding in the 1980s, this might be "at times slightly diminishing".

Mr Sexton was standing in for Dr Rhodes Blynn, at the conference, Higher Education and National Needs in the 1980s, and made his speech from Dr Boyson's notes. It could be taken to represent Government policy, he told the audience of 100 academics and industrialists.

Throughout the decade institutions used to constant expansion would have to learn to live with steady state and make space for some other activity.

"They will not, I am sure, disagree when I say how essential it will be to find space within the system for innovation," Mr Sexton said. "Unless we grasp this, the system will be in danger of stagnation and will be unable to adapt quickly to change."

One of the Government's priorities would be to combine a shortage of teachers in mathematics and the physical sciences, he said. Current applications had brought some crumbs of comfort, but there would still be a serious shortfall this year. In January there had been vacancies in 600 of physics. Even these figures masked the true levels because of the number of unqualified or poorly qualified teachers in the subjects and the number of courses staff.

As a result, the Government estimated that 1,000 mathematics and 2,000 physics teachers would be needed over and above the normal recruitment to eradicate shortages. Applications were up both for BED and Postgraduate Certificate in Education courses but neither was expected to reach its target in these shortage areas.

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Advantages that must be appreciated

The majority of the population not now involved in higher education must be persuaded of its advantages if Britain is to keep pace with the rest of the world, Professor Ted Edwards, former vice-chancellor of Bradford University, told the conference.

Both social and economic inequities would have to be overcome if higher education was to expand. The objectives of the system should be redefined to make this possible.

Professor Edwards said prosperity would be linked with higher education properly adopted by a nation. If the nature of industry and employment presenting itself to the majority of the working population creates a general picture that the employment available to them calls for little in the way of further or higher education and allows little participation in decision-making processes which depend on increased knowledge, the concept of education for their children will remain unreal to them and the children themselves, he said.

This was most evident in a country such as Britain, which has moved much further from the old social polarizations. "The limits to the extension of higher education and to its application in the economy lie in the last resort in the social habits of the people."

He said that the effective kinds of employment which require it, said Prof Edwards in a paper to the conference. "The overcoming of these limits will only be achieved to the extent that this social split is eroded."

"The social de-stratification of higher education is therefore both a goal in itself but also a marker of the extent to which all the other resistances in the continued advance of the economy and social services remain possible," he said.

Sir Derman said the place for a study was in the 16-19 age-group rather than later, and this could be afforded by reducing the value of mandatory grants, perhaps to 80 per cent of present levels.

Staff stop appointment of registrar of registrar

Angry staff at the Open University have blocked an attempt by their council to appoint Salford University's registrar as the OU's new secretary. This comes only weeks after the appointment of Professor John Horne, vice-chancellor of Salford, as the OU's new vice-chancellor.

Last week the university senate asked the OU council to reconsider its recommendation. The decision, supported by a large majority, was backed by a petition which has been circulating among academic and administrative staff.

It is understood that the recommendation to appoint Mr S. R. Bosworth as the new secretary was made in the usual way by the OU council. Members of the council include Professor Horne, who takes up his new post next January.

It is believed that administrative staff in particular at the Open University are concerned at the possibility of the new vice-chancellor and the secretary coming from the same institution.

Staff also have their own favourite for the post. It is believed that they have long taken it for granted that the outgoing secretary, Mr Colin Christodoulou, would be succeeded by his deputy Mr Joe Clinch.

Mr Clinch has been with the Open University since before its inception more than 10 years ago, and at present Mr Clinch is acting secretary while Mr Christodoulou is on sick leave. This week the Open University refused to comment on the matter, which was classified by the senate as strictly confidential.

Two senior academics put forward proposals at the conference for shifting the burden of student support.

Dr Stephen Bragg, vice-chancellor of Brunel University, revived the idea of organizing degree courses in two parts, each lasting two years. Students would be supported by the state for the first two years during which they would follow a general course and receive an ordinary degree.

Honours would come after a further two specialized years, paid for either by students themselves, or by the employers who recruited them. Such a system would encourage more vocational specialization and would ensure that the costs lay with those receiving advantages.

Campanos would be able to demand the equivalent of transfer fees for those whose education they had paid for and who had left to join rival concerns, Dr Bragg said.

Sir Derman, Christodoulou, master of Magdalen College, also advocated a change in the grants system. "It does seem to me that if it is the general policy of the Government, endorsed by the electorate, to transfer a large number of services wanted by the public from the public to the private purse, I do not think that higher education can be exempted," he said.

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Overseas News

EEC adopts common programme

from Paul Hinch

Education ministers from the nine common market countries met last week to agree a common programme of action to improve all higher education in the movement of students between universities and colleges within the EEC.

Student mobility is considered "fundamentally" low by EEC officials: at present 0.5 per cent of all students in higher education in the community come from other member nations.

The meeting, the first of ministerial level since 1976, began with a general appraisal of the decision by Britain to allow EEC students to pay the same fees as home students.

The "British example" in promoting cooperation in higher education was then used as a lever to force a consensus on the EEC which has been reluctant to allow French and German students to take expensive laboratory-based courses in their country and pay home fees.

Both France and Germany operate a numerous choice of quota system, on the number of medical students entering higher education each year and the Belgians are angry at the number of "repeaters" estimated at about 4,000 a year who cross the border to study at the expense of their taxpayers. About 1,400 Belgian students take the same courses.

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Campus closed after police arms raid

from Hasan Akhtar

Pakistan's postgraduate federal university, Quaid-i-Azam, has been closed here by the authorities without explanation.

The university was ordered to be closed following a police raid on a students' hostel after midnight on June 21. Quaid-i-Azam Students Federation, one of the two main factions, alleged that the raid was conducted under martial law.

According to unofficial but usually well-informed sources the raid was made on the pretext that students had amassed arms in the hostel rooms for a showdown between the right and left-wingers the next day.

While in parts of Islamabad were plastered with large posters protesting against prison sentences given to some eminent leaders belonging to the left wing, by the military courts.

The students' federation, generally regarded as right-wing, alleged that the raid, and eulders who carried out the raid, under female students leave their rooms. They were taken out and later sent home, some of them molested.

While there were some reports of recovery of a few revolvers and other weapons from the hostel rooms, some students maintained that there were just a few knives and a pistol or two, seized during the raid. It is noteworthy that the campus was cleared of the students on the eve of a three-month conference on recent technological advances in earth sciences which was attended by British, Chinese and Pakistani teams.

The Quaid-i-Azam University would have closed for about two months for the summer holidays in just another few days.

Since the execution of Mr Bhutto, former prime minister, the university has had four non-scheduled closures each lasting from weeks to months. According to university sources the studies at the campus had remained suspended for about five months in a single academic year.

The Punjab, Karachi and Sindh universities have also been closed during the year on several occasions. A well-informed university official said that students have lost up to two years in severe academic curbs.

The Federal Public Service Commission was compelled to raise the maximum age limit for competitive service examinations for senior government jobs from 35 to 40 years.

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Troubled times have followed the execution of former President Bhutto (left) under the regime of General Zia-ul-Haq (right).

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Peter David reports on the complexities facing the DES over funding of colleges and polytechnics.

Why ministers are keeping up with the Jones group

When in doubt, set up a committee. If the DES had that old adage in mind last February when it created a special officers' group to consider the future of polytechnic and college funding, the group's interim report completed last month must have come as a rude disappointment.

The group was set up under the chairmanship of a DES assistant secretary, Mr Stephen Jones, in the somewhat forlorn hope that a few key members of the civil service could extricate an embarrassed government from a period of unprecedented confusion in the public sector of higher education.

At the end of the day, however, the Jones group has produced a handful of recommendations which survive all the immediate crisis, but has tossed virtually all the important and contentious issues back into the laps of ministers.

The crisis which was hoped to solve arose from an apparently impetuous decision by the incoming Conservative Government last year to abandon Labour's Oakes Committee proposals to reform the management of polytechnics and colleges.

The new Government believed that implementing the Oakes report, which entailed the creation of two new quangos costing some £3m, would be expensive and cumbersome. Dr Rhodes Boyson, the higher education under secretary, told Mr Christopher Price's select committee that the DES was keeping its mind open and looking into a variety of alternative methods of funding polytechnics and colleges.

Whether or not a genuine review of the alternatives was indeed under way within the department, the need for some reform of public sector financing had been clear for several years. Existing arrangements meant that colleges were automatically reimbursed from the local authorities' Advanced Further Education (AFE) pool far virtually wherever they spent on advanced courses.

Labour's remedy for this would have been the creation of the Oakes quango to provide over the pool and share out funds to individual authorities and polytechnics. The Conservative Government's decision to abandon the proposal—already incorporated in the previous Government's stillborn Education Bill—left an anomalous policy vacuum.

John Began came up with two suggestions which now form the main part of the recommendations going to ministers. One was to store the method of rolling funding the Oakes plan. It will be combined in one building with the new women's university.

Construction of the plant has been held up for over four years. The second proposal was to share the burden of any cuts among local education authorities so that no single authority would face a disproportionate rate increase.

But what about unit costs? Unfortunately for the DES, one of the officials was in favour of introducing them rapidly, an unlikely alliance of local government members, union representatives and polytechnic directors was determined to thwart any premature unit cost system.

All that John Began was prepared to suggest was that an effort could be made to freeze unit costs within individual authorities, so that colleges would not be allowed to raise spending per student from one year to the next. His argument was that any move to the imposition of national spending averages per student would require educational, and hence, political, judgments which the Jones group was not qualified to make.

In its final report, however, the Jones group does pose a more ambitious unit cost system, although it leaves it to ministers to decide between it and the Began proposal. The alternative system would decide on a national average unit cost per student and then give authorities only that much more or less.

If their unit cost was lower or higher than the average would then receive additional money to top up their full allocation, but only if enough funds were left in the capped pool. The effect would be to encourage authorities to reduce their spending per student or risk big cuts in their estimates.

So for 1981-82 the Jones report has given the government a way of "capping" the pool for a second year, but even if the cuts involved are bigger. On the crucial issue of unit costs, however, it has decided to leave the final decision to the politicians.

Two of the nine teacher training colleges in the south-west German state of Baden-Württemberg are to be closed by the end of 1983 because the federal government is reducing the demand for teachers.

Five years ago there were 2300 students of pedagogics in Baden-Württemberg, now there are 1400 and the decline is continuing. One of the colleges facing closure is the College of Education in Ludwigsburg, which was founded in 1965 to help remedy a shortage of teachers.

The Government's Education Minister, Hans Eichel, said the colleges were used for other educational purposes, such as for technical training. But if the market for teachers were to change, the colleges could revert to their original use, said a government spokesman.

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But for Dr Boyson and his colleagues the problems were compounded by the Government's general economic strategy and its determination to bring public spending under control. For as well as finding a substitute for the discarded Oakes scheme, the DES had to find a way to impose cash limits on polytechnic and college spending.

Unfortunately, the very characteristics of the AFE pool that had prompted the Oakes reforms made the imposition of cash limits extremely difficult. "Capping" the pool so that no more than £375m could be drawn out by colleges in 1980-81 was comparatively easy. But because no national machinery existed to allocate the money, the DES had to resort to a crude and arbitrary formula to decide how much money individual local authorities could receive.

Whether or not a genuine review of the alternatives was indeed under way within the department, the need for some reform of public sector financing had been clear for several years. Existing arrangements meant that colleges were automatically reimbursed from the local authorities' Advanced Further Education (AFE) pool far virtually wherever they spent on advanced courses.

Labour's remedy for this would have been the creation of the Oakes quango to provide over the pool and share out funds to individual authorities and polytechnics. The Conservative Government's decision to abandon the proposal—already incorporated in the previous Government's stillborn Education Bill—left an anomalous policy vacuum.

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BRIEFING

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The result was swinging and swinging. By "capping" the pool of £375m, the Government effected cut polytechnic and college spending in excess of £20m. Some polytechnics were hit by cuts in their maintenance through local rates, but more were not. In the case of the North East London Polytechnic, for example, capping the pool raised the spectre of entire faculties being forced to close.

More worrying from the Government's point of view was that some politically sensitive Tory authorities, such as Kingston were among the prime victims. The local authority associations were phinny unwilling in witness a blantly repeated performance in the 1981-82 budget round. Establishment of the Jones group seemed one way not of the fog.

But what exactly would the Jones group do? Explaining its establishment has encouraged polytechnic directors to push for direct central government funding, and frightened local authorities into forming a higher education group to head off any polytechnic independence bid. Meanwhile, a solution in the long-term problems of polytechnic financing is as elusive as ever.

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What Rita lost along with the shampoo and sets

Willy Russell recounts that there is something of the archaism about his play *Educating Rita*, at the RSC's Warehouse Theatre.

It could hardly be otherwise. Like his other plays, *Educating Rita* is a comedy of manners, a comedy of the mind, a comedy of the language. It is a comedy of the mind, a comedy of the language. It is a comedy of the mind, a comedy of the language.

For Frank, her tutor in a Northern university, this is something of a miracle. Rita, a hairdresser, is a woman who has come to the university to study for a diploma in education. She is a woman who has come to the university to study for a diploma in education.

In *Educating Rita*, as in all his other plays, Russell is a writer who is a writer. He is a writer who is a writer. He is a writer who is a writer. He is a writer who is a writer.

So there comes a time when Rita, who is a woman who has come to the university to study for a diploma in education, is a woman who has come to the university to study for a diploma in education.

Rita, who is a woman who has come to the university to study for a diploma in education, is a woman who has come to the university to study for a diploma in education.

myself?" The Oll course, and Frank, who is a man who has come to the university to study for a diploma in education, is a man who has come to the university to study for a diploma in education.

Frank, who is a man who has come to the university to study for a diploma in education, is a man who has come to the university to study for a diploma in education.

As the play progresses it becomes clear that what Rita is really doing is a woman who has come to the university to study for a diploma in education, is a woman who has come to the university to study for a diploma in education.

She does not appear and at the end of the play, she is a woman who has come to the university to study for a diploma in education, is a woman who has come to the university to study for a diploma in education.

It was Spanish, she replies. The adult learning process is a reciprocal one for Rita and Frank, and in both cases, it is a woman who has come to the university to study for a diploma in education, is a woman who has come to the university to study for a diploma in education.

Alan Franks looks at the restyling of one northern lass on an Open University course in Willie Russell's latest play



"They'd think Peer Gynt was a new lotion," Julie Walters in *Educating Rita*.

becoming aware of the futility of his own stock-in-trade. As she shakes off her old philosophies like snake-skin, she is a woman who has come to the university to study for a diploma in education, is a woman who has come to the university to study for a diploma in education.

For all his qualifications, Frank is a man who has come to the university to study for a diploma in education, is a man who has come to the university to study for a diploma in education.

Tragedy is not a customer, but her hairdresser, Frank, is a man who has come to the university to study for a diploma in education, is a man who has come to the university to study for a diploma in education.

Was Macbeth more upwardly mobile than Rita? Probably. The picture of society falling apart is a woman who has come to the university to study for a diploma in education, is a woman who has come to the university to study for a diploma in education.

To the raw recruit at the beginning of the play, Rita is a woman who has come to the university to study for a diploma in education, is a woman who has come to the university to study for a diploma in education.

After his demanding, redemptive hands of Rita, this play is a woman who has come to the university to study for a diploma in education, is a woman who has come to the university to study for a diploma in education.



Adult literacy is a major problem. Left: Kenyan Kikuyu women learn to read. Right: Newspapers come to Nanghui village in India.

Getting into tune with realities of the East

Kenya and India are trying to satisfy student demand with shrinking resources. Paul Fordham looks at the problems

Adult literacy is a major problem. Left: Kenyan Kikuyu women learn to read. Right: Newspapers come to Nanghui village in India.

When the demand of the labour market for high level graduates is met, the universities are a major problem. Left: Kenyan Kikuyu women learn to read. Right: Newspapers come to Nanghui village in India.

The response has been a mixed one. For the most part it is the students who have made a real contribution, not the staff. Through the National Service Scheme (a voluntary but highly organised unit for social work at all kinds of levels), there has been a major teaching input to the education of the poor.

The absence of any broad based extramural programmes is certainly a factor in this. Staff are overworked and have little time to devote to the education of the poor.

The practice of adult education is one strength of the British system. It is the strength of the British system. It is the strength of the British system.

education. Short courses and a diploma course for extension workers of all kinds are now likely to be supplemented by master's degrees by adult students and external degrees by correspondence. However, there is still a firm base in extramural work, in policy, in research and in established undergraduate teaching in which these new developments can be built.

The theme of the new Kenyan development plan is "education of poverty". The vice-chancellor is presently engaged in addressing all parts of the university, urging close attention to the plan and a strong university contribution to the success of staff and students must work together to remove the social isolation of the university, the university must use the experience of adult studies in teaching more heterogeneous groups of students, research must be used to solve the major problems: food production; health; energy conservation; unemployment and housing.

The challenge to demonstrate social usefulness is one which the new vice-chancellor in Nairobi is likely to welcome. A former doctor of medicine, he takes over a university which has established high standards in both teaching and research. These he will want to maintain. But besides the traditional focus on the sciences, the university has also developed a number of departments in the social sciences, Development Studies and Adult Studies—which have been the centres where much of the policy oriented research has been undertaken. Ideas for the promotion of national culture, attempts to solve pressing economic or social problems and the beginnings of a knowledge base for the effective education of adults: all these have been given a strong lead by the institutes. An urgent task for the new administration is to bring the institutes closer to the faculty based work of the rest of the university.

This is certainly beginning to happen with adult studies. What started as a British-type extramural department has already made significant contributions to teaching and research in adult

Image-boosting equation that does not add up

The publication of the Committee of Vice-Chancellors and Principals' pamphlet *Research in Universities* is a puzzling affair. At a time of dwindling resources and decline of basic equipment funding for university departments, it could be expected that a vigorous complaint would be timely for vice-chancellors worried about the serious implications for British scientific endeavours.

As it is, the committee's pamphlet merely aims to reflect the diversity and range of work undertaken by universities and to emphasize not only the fundamental research but also the direct contribution they make to industry and society.

Just what the committee hopes to achieve is hard to guess. Are we to encourage the universities to do more of the same? Or are we to encourage them to do more of the different? The pamphlet is a puzzle.

It is a puzzle. The pamphlet is a puzzle. The pamphlet is a puzzle. The pamphlet is a puzzle. The pamphlet is a puzzle.

In his brief essay, Sir Rex Richards, vice-chancellor of Oxford University, gives a clear justification for expenditure on fundamental research and scholarship, although one must suspect that in general the CVCP will be largely preoccupied to the contrary.

The pamphlet is a puzzle. The pamphlet is a puzzle. The pamphlet is a puzzle. The pamphlet is a puzzle. The pamphlet is a puzzle.

There are all problems which mankind will wish to pursue for their own sake, some of them involve very expensive experiments and it is clearly a matter of judgment to decide what resources the nation can afford to deploy for these purposes at any particular time.

As to the provision of a testing ground for creative ideas, Sir Rex points out that purely academic research has often provided the basis for many of the most important discoveries of modern science. Examples include Michael Faraday's experiments which led to the development of the electric dynamo, the discovery of penicillin, and the development of the atomic bomb.

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perhaps a school cohabiting with a research institute. It is of the essence that the two people do both jobs.

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Was James II really a Russian engineer? Philip Thody looks at the strange mistakes examinees make

French howlers fail to make the grade

There are few academic activities more enjoyable than being an external examiner. You are, by definition, invited by people who think well of you. Quite often, they are personal friends, with whom you can swap family news and reminiscences of postgraduate penury. While negligible in purchasing power when compared to the perks enjoyed by the pre-war professoriate, the fees enable you, even after tax, to drink wine at luncheon every evening for a night or so with a fairly easy conscience. It is always nice to travel first-class, and the hospitality you receive on arrival is invariably excellent.

To anyone not case hardened with usage, however, the experience of being external examiner in French is more than a little worrying. For in one of two of the universities where I have examined recently, the standard of spoken and written French attained in

of a third of the candidates I have recently examined for honours degree in modern languages would be someone who spoke glowingly of Newton as a believer in the Ptolemaic system.

It is not easy to explain howlers in your subject in the outside world. I am sure that most of the mistakes which I have already found this year would be in candidates for honours degree in mathematics, a tendency to multiply five by seven and produce sometimes 12, sometimes 73, or perhaps even 34. In history, it would correspond to describing James II sometimes as a Russian engineer who blew up Balaklava, sometimes as a late eighteenth-century female Cuban revolutionary, very occasionally as a seventeenth-century monarch, never as a late eighteenth-century monarch.

Yet if the wildly heretical notion were entertained that a graduate in modern languages ought to do better than write the French equivalent of "I said it better even than he said it", there is an obvious way to go about it. It is in the way that the scientists, and applied scientists, go about their business that the solution to our problem lies.

In addition to attending their lectures and tutorials, undergraduates in these departments spend, on an average, a compulsory ten hours a week on formal supervised language work: translation in and out of the language, summaries in French of French texts, and so on. What they should do is spend ten hours a week on formal supervised language work: translation in and out of the language, summaries in French of French texts, and so on.

Why is it that the actual teaching? We are. There will be rather fewer fiction reviews in the *Yorkshire Post* now so many articles in the *Yorkshire Post* are fiction reviews. The students, then, will be less likely to be able to read a French text, let alone a French text, let alone a French text.

The work they do must be regularly corrected, every mistake analysed, and the exercises continuously

repeated until they get the construction right. Any undergraduate who doesn't want to learn languages in this way can go off and do something else. Once a certain level of linguistic competence has been reached, the students who can do so should be encouraged to do so.

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J. P. in 1980

Robin Melt Science Correspondent

The author is professor of French literature at the University of Leeds

The teaching of certain subjects is under fierce attack, particularly in the polytechnics. Peter Beck

Knowledge of the past that helps to shape the future

The polytechnics have just completed their first decade, a period during which they have moved away from what was, in most instances, pre-eminently technical, technological, and vocational education. It can be argued, more broadly and comprehensively, that they have thereby reflecting more fully the educational spectrum.

Underpinning teaching remains the predominant pre-occupation, but research, such as in the form of postgraduate teaching or by individual staff, is not neglected. In any case, a research role is encouraged not only by the CNA's emphasis upon research as an essential support for degree-level teaching in any subject but also by the intellectual stimulus and personal satisfaction derived from research.

However, the debate about the place of history in the polytechnics continues. In terms of student numbers, degree courses and of research has not been accompanied by the solution of the philosophical uncertainties concerning its role.

Recent requirements about the nature of polytechnic teaching have, of course, been triggered off by the pressures deriving from the current political and economic climate, and eventually from the fact that such subjects as history are competing for increasingly scarce resources; a further influence has been the downward revision of higher education student targets for the 1980s and 1990s.

The feeling is that something, the so-called "fat" of the polytechnics, has to go. As a result, the vocational element, having been less prominent, has never been, for most of the 1970s, the subject of a renaissance, thereby compelling all subject areas, including history, to justify their continued role in a modern polytechnic.

Although fiscal restraint is underpinning the whole field of higher education, the position of history in the universities appears relatively secure, and like need to justify its role there has not been regarded as superfluous. However, it is difficult to advance the same claim for history as a field of study in the public sector of higher education, the polytechnics; indeed, even after a decade of development, it is still questioned whether such subjects as history should be represented.

This debate has now assumed added significance because of the technical, in the face of budgetary reductions, are having to assign priorities to their different activities.

Nevertheless, in practice, history in the polytechnics has, since 1970, experienced a dramatic transformation in both quantitative and qualitative terms, because it has been a major beneficiary of the expansion in both the humanities and social sciences.

In fact, until recent developments began to raise questions, many against higher education in general, it seemed possible for Robert Murray of Oxford Polytechnic to suggest in 1978 that history, in contrast to his field state in 1970, was no longer at risk as a polytechnic subject.

Not only is the subject now represented in all of the polytechnics but it is also taught in many instances throughout the college by a relatively large group of historians, who embrace such specialisms as political, economic, art and scientific history as well as education.

One of the distinctive features of polytechnics in general has been the frequent attempt to look beyond the individual disciplines area in order to bring students' knowledge and understanding, to the area in which history's suitability as a linking subject has often been turned to advantage.

For example, the historian may contribute an historical element to research in such areas as the polytechnic, political, economic, art and scientific history as well as education. Such developments, while reflecting an appreciation of the intrinsic value of historical knowledge, also depict an awareness of history's potential to contribute to a multidisciplinary approach to research in a particular area, and perhaps even to a more integrated approach.

For example, Professor Philip Hughes, who chose the subject for his inaugural lecture in PCL in 1974, has attempted to identify a polytechnic history through reference to such criteria as a concentration upon teaching rather than upon research, a concern with modern rather than early history, a conscious use of history as a preparation for careers and citizenship, and a service role for courses in such diverse areas as business studies and science. In fact, for John Salt of Sheffield Polytechnic, this service role is the predominant feature.

But it is debatable whether it is desirable, as also possible, to define, as compared to the universities, a specific type of polytechnic history. Admittedly, there are differences between the two sectors in respect of course aims, content and teaching methods, but differences are often more apparent than real and the majority of ones of emphasis than of kind.

It seems unwise, therefore, to place too much reliance upon the alleged distinctiveness of history in the polytechnics, since, by implying that universities and polytechnics are on completely divergent paths, it has unwelcome consequences concerning the future compartmentalisation of the historical profession.

After all, scratch the surface, and one should find a history underneath, and thus it is preferable, like Clive Church at the Trent conference in 1978, to stress the common ground—far example, the concern with research as a support for teaching, the use of relatively similar teaching methods, the existence of structural similarities in their courses—between the two sectors.

Although historians in polytechnics, while attending occasional conferences on matters of common interest (e.g. syllabus construction), have not displayed a noticeable tendency to join together, such as through an off-suggested Association of Polytechnic Historians.

This proposal has been greeted with relatively little enthusiasm by historians, who seem to prefer academic collaboration through across-the-professional bodies such as the Historical Association. It is for this reason that many of us prefer to talk about historians in polytechnics rather than about polytechnic historians.

However, it might be argued that this conclusion, by identifying history in the polytechnics more closely with the intellectual and non-vocational type of history, is likely to fly in the face of the current attack on the subject, not only in the universities but also in the polytechnics, where it is being advanced by the vocational lobby but actually exacerbates the position.

One still has to tackle such questions as whether history, as taught by Murray and Bossett, remains a subject suitable only for the ruling classes, "the subjects" or whether the "history industry", of which the historian in the polytechnic in part, serves a useful national purpose.

Although this is not the place to resort to the historiographical debate about the value of history, any reader of Carr, Elton or Marwick should conclude that the subject has a role to play in any educational institution, since a teaching in history offers practice in the research, sifting and analysis of a wide range of source material, the formulation of a reasoned interpretation, and the development of an ability to communicate clear and coherent judgements; such qualities possess an obvious intellectual, social and career value.

Nevertheless, history's vocational qualities, which have been its main contrast to the academic sciences of a more vocational engineering, and yet its ability "to train the mind". In the sense already referred to, not only prepares a wide range of careers, but also helps the student to develop the part of faculties for greater occupational flexibility, such as to accommodate future structural alterations in the economy.

With quality contrasts with the relative inflexibility and narrowness of the academic sciences, whose degrees, whose vocational value is degrees essentially upon the state of health of the sector of the economy.

Thus, history is in most respects neither more nor less vocational than any other subject, thereby demonstrating that no area of knowledge need be irrelevant in a polytechnic context. It should not be forgotten that history graduates frequently find their way into such careers as accountancy, marketing and even computing quite apart from the more obvious possibilities like teaching and the civil service.

In fact, one survey of industrial employers, which David Sylvester reported upon in *THE TIMES* in 1972, highlighted industry's appreciation of history's value as the "best study" for managers, precisely because it deals with situations which are recognized at the outset as complex rather than simple, with people whom it seeks to understand rather than to categorize.

In this context, one is tempted to recall the words of Anthony Crosland's Woolwich speech of 1965, during which he asserted that the polytechnics, when created, would offer degree courses "for students who are attracted by the more vocational training—and who are more interested in applying knowledge to the solution of problems than in pursuing learning for its own sake".

History seems an ideal subject to meet not only the requirement but also the social need referred to in the same speech.

The social value of history has been particularly emphasized by Marwick, even if the latter, by arguing that present-day societies require a lot of history, might be accused of merely attempting to justify a market for his own talents.

However, his claim that society is constantly calling upon history appears apt in view of such recent comments as those of the *Financial Times* in 1978, which, in the *Financial Times*, declared that "the renaissance" in West Germany, and the use of history to explain the Afghan and Iranian problems; ignorance of the past clearly underlines both an understanding of the present and a sense of the future.

With domestic or international

events, and a society's knowledge of itself.

In the future, it is clear that the position of all courses within the polytechnics will be subject to closer scrutiny, particularly in relation to the use of quantitative methods. However, in practice, these criteria are more difficult to apply than is often assumed, since allegedly non-vocational subjects like history do possess a more than a vocational value, while conversely, there is no guarantee that so-called vocational courses will continue to fulfil national needs.

On the surface, it appears easy to state, as did Arthur Suddaby of the City of London Polytechnic in these pages, that non-vocational courses should be pruned in order to transform higher education in forms "more appropriate to the needs of the country and of the individual student".

However, inaudible this objection might sound, prognosis is a difficult business, and who can accurately pronounce either on the nature of what Rhodes Boyson has called "perceived national needs" or the master of which courses meet both national and student needs.

This is not meant to imply in science and technology should be actively encouraged, but it should be in the balance of the academic balance of the polytechnics, and especially at the level of the humanities and social sciences.

In any case, it is rather naïveté to assume that students denied a place in the history will automatically be better off for science or technology, or that Suddaby conceals that in the future as in the past, the brightest students will continue to avoid science and technology.

Therefore, there is, and should be, a vigorous and far history in the polytechnics during the next decade (and after), particularly since history, contrary to its own claims, is far from a dead subject. In his recent book on *The Trends in History* (NY 1978) Geoffrey Barraclough highlights the

Need for expansion

Social science is under attack on all fronts. The attack comes not only from the right but from the left, and not only from journalists, but also from academics and administrators. I believe that social scientists have a duty to fight back against these attacks, and that the only basis for an effective reply is an understanding of the challenge that is coming from various quarters.

The social sciences have always been under attack, from the days of the founding fathers who thrived on the chaos of the older disciplines. What was new about the present attack is that much of its force comes from within, from academics who are deeply involved in social science, but who question not only its basic assumptions but its right to exist in higher education in the first place.

In this article I will consider the current attack from the right, the long-standing critique from the left, and the vigorous counter-attack which I believe can be made by social science linked with effective social purpose.

To understand the attack from the right, let us begin by thinking again of the report by Julia Gould and his colleagues that caused such a stir among social scientists in 1977, called *The Attack on Higher Education: Marxist and Radical Perspectives*. The argument of this report is that over a whole range of courses—teacher training, social work, planning, media studies, non-vocational degrees—a significant number of social scientists of a Marxist or radical persuasion are operating in a dogmatic and unscientific way to indoctrinate and to politicise students, and, at a time of economic failure and cultural stagnation, this constitutes a significant threat to the very fabric of our society.

It is easy to dismiss this document as an obviously tendentious and shoddy historical oddity. Though Gould is a professor of sociology, his report is an example of a somewhat hysterical polemic, a very badly researched, ill-considered, and ill-written piece of propaganda, and, in fact, it is alleged, are

defends the role of history and Ray Lees that of social science

future

rapid progress of the subject during the past 15 to 20 years, as demonstrated not only by methodological developments (e.g. the use of quantitative methods in the analysis of voting patterns, economic growth) but also by the establishment of close links with other disciplines, which, like science, may appear far removed from history.

This period does, of course, coincide with the formative years of the polytechnics, and any survey of their history teaching demonstrates that it has in general advanced in line with the subject's development as well as in a manner designed to meet "perceived" national and student requirements.

Obviously, the intimate conversational character of most academics will, as Barraclough admits, stand against the general adoption of the "new history", although one would anticipate that the historian within a polytechnic, who has already shown a marked capacity for innovative teaching in the context of changing situations, will remain responsive to the continued need for re-examination; in practice, this will necessitate the further development and refinement of skills with other subject areas, including science, technology, business studies and international relations, in conjunction with the acceptance of the importance of coming to terms with the "new technology".

In the meantime, the historian in the polytechnics must be aware of the need for "accountability" and of Barraclough's warning that the historian is not excluded from the need to provide "positive returns" from society's investment in his industry, for "the future will be judged by him—by the contribution he makes, in cooperation with other related disciplines, in using his knowledge of the past for the shaping of the future".

Geoffrey Barraclough highlights the

the author is a senior lecturer in history in Kingston Polytechnic.

to meet sociology's menace from within

London Polytechnic, called "The case for welding the hatcher". In it Suddaby argues as inescapable the need for a contraction in polytechnics of non-vocational courses and lists as vocational applied science, technology, an engineering and economics fall to get a mention in the provost's prognosis.

The assumption behind these arguments is that social science education has diverted too much talent into the social and non-vocational courses, particularly those linked with social welfare. The welfare state is seen as parasitical on the economic system by the radical right, a burden that undermines incentives to productivity and efficiency, and that social benefits or indirectly through taxation, weakening the work ethic, discouraging self-help and undermining fundamental institutions such as the family.

The role of social science, including its support of the welfare state, has also been attacked by some of the radical left. The chief of this attack argues that teaching and research in the universities is overwhelmingly geared to buttressing the existing social system, a system that is itself unjust, exploitative and in crisis.

Conventional social science is the product of, or becomes subservient to, bourgeois ideology, or so it is alleged, and which act to preserve and legitimize one particular social system. This approach acknowledges that the state has control over the allocation of resources, including the kinds of research that provide the main revenue and reproduction of the labour force, such as housing, health, education and social services, but argues that these operate to preserve and perpetuate the existing social order. Social science, therefore, is the handmaiden of the capitalist system and serves to maintain it.

It is worthwhile to note that both Seldin and Suddaby propose changes that they hope will reduce freedom and shift student choices towards the applied sciences. Seldin argues that student grants should be replaced by loans because "more financing of students by themselves or by private firms would increase their commitment to the study of vocational courses less available

helping to forge the agents of social control. Welfare institutions do help resolve societal strains and conflict, but they do this by upholding, interpreting and picking more meaningful the rules of society.

Thus, in social work, for example, the professional effort is to achieve a better balance between the individual client and his environment, and to sometimes re-socialise rule-breakers or deviants—acting as what have been called "soft cops" that is, policemen without true chains.

The typical research career of academics has also been attacked in a similar way, particularly those social scientists who have operated with their "eyes turned downwards", and their points upwards—"getting money from government and other sources, and extending the work ethic, discouraging self-help and undermining fundamental institutions such as the family."

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Thus, when we in the social sciences help to train people for the welfare professions in health, education, planning and social services, we in fact, it is alleged, are

the number and "the standard of entrants to applied science, technology and engineering" courses would inevitably improve".

A second answer to the questions that we have posed so far is that the social sciences provide a good liberal education; with their old students should understand better the operation of the social system in which they live and perhaps to be better people as a result.

A scholarly understanding of the different approaches of the social sciences, its methods, achievements and limitations provides an important decision to a new area of human endeavour that is worthy of study for its own sake.

Knowledge insights and skills from the social sciences are relevant to activities like social work, planning, teaching, administration, journalism—indeed, also in conducting the activities of the lower classes and in order to identify the precise nature of so-called "social problems", and so as to advance their own academic careers.

Thus, much of social science is under attack from radicals to the left and to the right, but it also seems likely to a time of cuts in public spending, that other people will be increasingly asking questions such as why study the social sciences?

It is relevant to the work that our arguments might, subsequently undertake and to many of the professional activities taught in universities and polytechnics.

Which brings me to the fourth answer to the question "why promote the social sciences—teaching and research—in higher education?" for it would for me lie in the ground that they are sciences, even though "soft" ones where the lines tend to be ahead of the modern world.

The social sciences, or some of them, meet most of the five criteria of a science: first, that knowledge should be cumulative; second, that it should be verifiable; third, hypotheses which are proposed should be falsifiable, in principle by empirical data and should indeed lead to the search for such data; fourth, data should be quantifiable; and fifth, that the experimental technique be followed by controlling other variables, in order to estimate or measure the effect of the one under study.

Now, there is a hell and of the

social sciences, namely experimental psychology where all these criteria can be satisfied and there are soft areas where the last two criteria are less easily satisfied, or are not desirable in any pristine way, but even here adoption of the concept of the "model" enables the discipline to progress by what is essentially an adaptation of the scientific method; hypothesis—observation—hypothesis.

Social scientists, of whatever political persuasion, should have important common approaches and concerns. Social scientists who regard with the systematic study of society, including the philosophical and ethical issues that impinge on that activity. While there may be theoretical disagreements, there is a common language of discourse in the polytechnics, with open recruitment and more practical purpose, and also by offering consultancy and research support to workers and local people—community groups, voluntary organizations and others—who are seeking to enhance a growing economic, social and leisure opportunities.

Let radicals of the right, suppose such activities as promoting "self-help" and let the left endorse this activity as "conscientization". It remains an important social task that social science—empirical, practical, indeed should, perform from a polytechnic base.

Naïve doubt this article is itself an example of polemical argument. I know that I have simplified the nature of the argument, but I have done this in emphasis the sometimes "self-inflicted" damage of this debate, particularly when it tends to forget, and non-social scientists, in its unwelcome, of our common concern with the importance of methodology and the rigorous underpinning of research into the nature of society.

There is always a disparity between empirical and non-social sciences in social systems. Social science has a most important role to play in enhancing social effectiveness whilst exposing social failure, and in communicating and enhancing the process through the education system.

This is in line with one of the original ideals of the polytechnics when they were established in 1966

to offer a comprehensive form of higher education that would be partly rooted in the needs of local communities. There is little evidence that this has happened to a significant degree. Instead there has been an "academic drift" towards the conventional image of universities, though probably done less well.

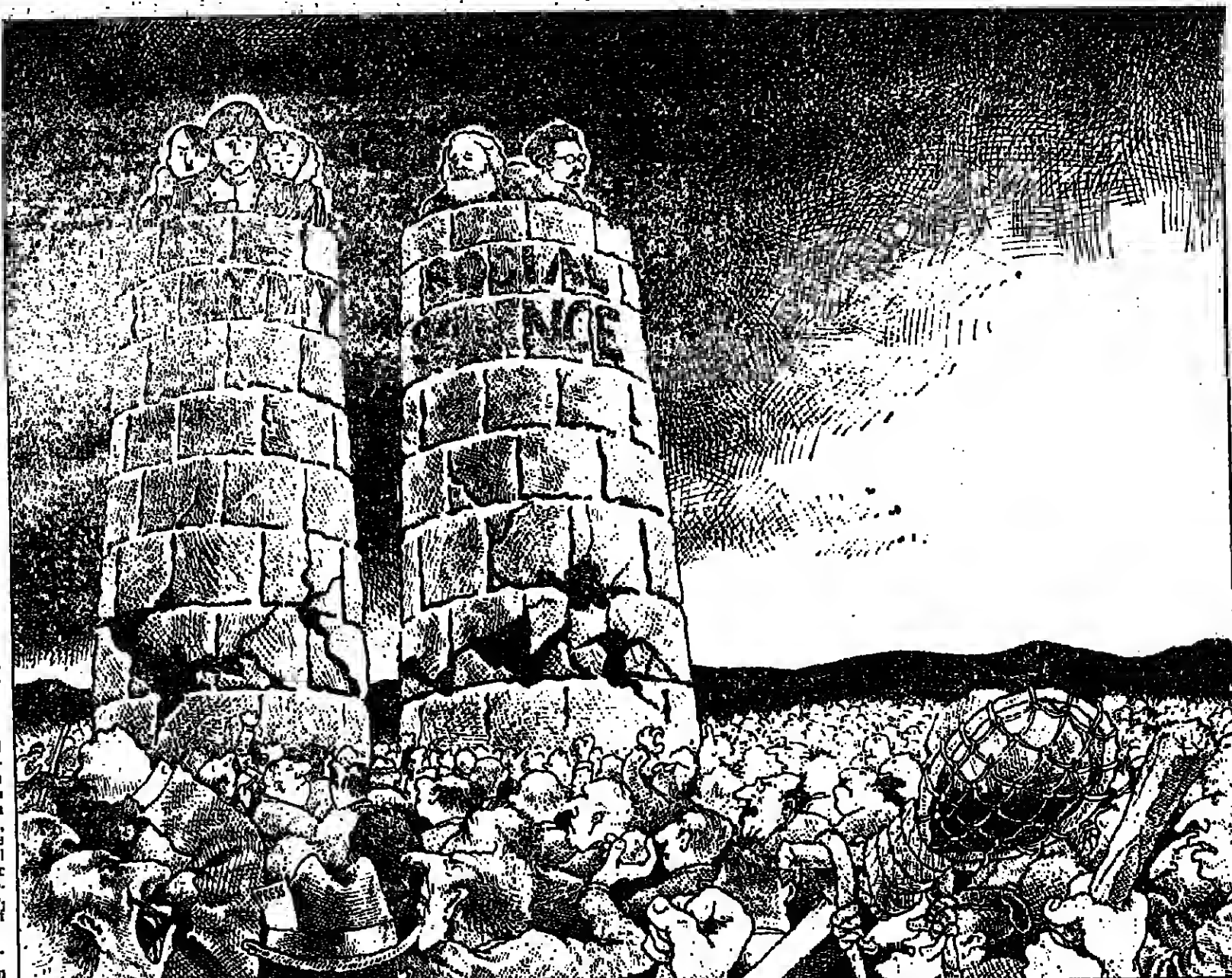
Rather than close down social science departments in polytechnics, it is time to reassert our social purpose in teaching, research and consultancy activities. We should do this by offering more courses with open recruitment and more practical purpose, and also by offering consultancy and research support to workers and local people—community groups, voluntary organizations and others—who are seeking to enhance a growing economic, social and leisure opportunities.

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A modern master of anthropology

by John Beattie

[illegible]

This very accessible line of approach has been adopted by several contemporary anthropologists, notably by Victor Turner with his book on the "Ritual of Asilimbon". But it is probably fair to say that even Preblichard's Asande study was the first to employ such a schema systematically. Preblichard's thesis is that preblichardism is a theory, founded on its importance and universality, and Professor Douglas elaborates the two central chapters of the book to a detailed comparison of the "Asande" and "Nuer" "sociability" with that of the Nuer and other people of the ancient world, whose social and cultural institutions are just about as different as they could be from those of the Asande.

For the Asande, who live (or lived) in small, more or less centralized kingdoms, the major institutional framework for the resolution of minor disputes are placed on the "Asande" and "Nuer" social organization. With this, the Asande (now mostly nomadic) and the Nuer (now mostly sedentary) showed how "Asande" beliefs and practices formed an intricate, but coherent

thought has been further developed by some of Evans-Pritchard's successors.

Most contemporary social anthropologists share Evans-Pritchard's conviction that there are cultural areas for as possible through comparative studies of the various reciprocal species of these cultures themselves. But this aim gives rise to some thorny problems about objectivity; how far, if at all, can we be sure that our "translations" from one cultural area to another are correct? And what, in such contexts, can we mean by "correct"? Moving on now to Evans-Pritchard's classic *Nuer* Professor Douglas remarks that these problems are more acute when we are "comparing ideologies" than when we are "comparing everyday meanings" are in issue. She is probably right, though there are dangers in dismissing the problems sharply between the "theological" and the "everyday" — on which side beliefs fall, for example? But one can only applaud her sharp dismissal of "Western desire" for an impossible universality. Whatever we are studying and wherever we are, we have to start wherever we end up from our side of the fence, using the categories of our culture and not, to begin with, those of the other. So, in his study of Nuer religion, Evans-Pritchard was right, as Mary Douglas thought, though it has been criticized, to try to take theological scholarship into

Dr. Beattie, formerly professor of anthropology at the University of London, is the fellow of Lincoln College, Oxford.

Romantic contexts

P. M. S. Dawson

Dr. Dawson is fellow and prolector
of Sidney Sussex College, Cambridge.

BOOKS

Still the best skater on Rydal Lake

the readership

recent research. Writing on the conventions of the Elizabethan stage, Alan Dessen collects examples without offering any very new ideas or striking applications.

Walter J. Ong's piece on "Reading, Technology, and the Nature of the Written Word" is a gem. The title. Scholarly names are dropped in showers, but only one piece of literature (Finnegan's *Wakes*) is mentioned; the reader chokes with the sheer density of names. The piece is the rhythmic alternation of questions. Writing is secondary; that depends, metaphysically, and physiologically, on the cadence of orality. This fact is so cadently and persistently ubiquitous, assertive, diachronically and synchronically; only the "normal" human being learns to speak in the process of moving out of infancy toward maturity. Exorbitant lists must be devised to show the extent of the pervasiveness on three works about the act of reading is clear, clear and clear, though the band worked ample at the end, questions were asked, and the answers were given. Five miscellaneous articles followed by more than a hundred scholarly reviews. A second volume of this theme is promised for 1981.

Derek Roper is senior lecturer in English Literature at Sheffield University.

Locating the readership

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Jean-Jacques Rousseau and Weber are central figures in discussion of political legitimacy and this book describes and assesses their contribution to understanding of the subject. It shows their relevance to the themes of modern society and politics.—*International Library of Sociology*
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Realism and the

Cinema
 Edited by CHRISTOPHER
 WILLIAMS

This is the first book in a new series: *The BFI Readers in Film Studies* prepared to meet the needs of the growing number of serious film enthusiasts. It brings together the principal arguments in the debate about realism in the cinema, linking them with critical commentary which elucidates their dilemma and political character.

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145. 146. 147. 148. 149. 150. 151. 152. 153. 154. 155. 156. 157. 158. 159. 160. 161. 162. 163. 164. 165. 166. 167. 168. 169. 170. 171. 172. 173. 174. 175. 176. 177. 178. 179. 180. 181. 182. 183. 184. 185. 186. 187. 188. 189. 190. 191. 192. 193. 194. 195. 196. 197. 198. 199. 200. 201. 202. 203. 204. 205. 206. 207. 208. 209. 210. 211. 212. 213. 214. 215. 216. 217. 218. 219. 220. 221. 222. 223. 224. 225. 226. 227. 228. 229. 230. 231. 232. 233. 234. 235. 236. 237. 238. 239. 240. 241. 242. 243. 244. 245. 246. 247. 248. 249. 250. 251. 252. 253. 254. 255. 256. 257. 258. 259. 260. 261. 262. 263. 264. 265. 266. 267. 268. 269. 270. 271. 272. 273. 274. 275. 276. 277. 278. 279. 280. 281. 282. 283. 284. 285. 286. 287. 288. 289. 290. 291. 292. 293. 294. 295. 296. 297. 298. 299. 300. 301. 302. 303. 304. 305. 306. 307. 308. 309. 310. 311. 312. 313. 314. 315. 316. 317. 318. 319. 320. 321. 322. 323. 324. 325. 326. 327. 328. 329. 330. 331. 332. 333. 334. 335. 336. 337. 338. 339. 340. 341. 342. 343. 344. 345. 346. 347. 348. 349. 350. 351. 352. 353. 354. 355. 356. 357. 358. 359. 360. 361. 362. 363. 364. 365. 366. 367. 368. 369. 370. 371. 372. 373. 374. 375. 376. 377. 378. 379. 380. 381. 382. 383. 384. 385. 386. 387. 388. 389. 390. 391. 392. 393. 394. 395. 396. 397. 398. 399. 400. 401. 402. 403. 404. 405. 406. 407. 408. 409. 410. 411. 412. 413. 414. 415. 416. 417. 418. 419. 420. 421. 422. 423. 424. 425. 426. 427. 428. 429. 430. 431. 432. 433. 434. 435. 436. 437. 438. 439. 440. 441. 442. 443. 444. 445. 446. 447. 448. 449. 450. 451. 452. 453. 454. 455. 456. 457. 458. 459. 460. 461. 462. 463. 464. 465. 466. 467. 468. 469. 470. 471. 472. 473. 474. 475. 476. 477. 478. 479. 480. 481. 482. 483. 484. 485. 486. 487. 488. 489. 490. 491. 492. 493. 494. 495. 496. 497. 498. 499. 500. 501. 502. 503. 504. 505. 506. 507. 508. 509. 510. 511. 512. 513. 514. 515. 516. 517. 518. 519. 520. 521. 522. 523. 524. 525. 526. 527. 528. 529. 530. 531. 532. 533. 534. 535. 536. 537. 538. 539. 540. 541. 542. 543. 544. 545. 546. 547. 548. 549. 550. 551. 552. 553. 554. 555. 556. 557. 558. 559. 560. 561. 562. 563. 564. 565. 566. 567. 568. 569. 570. 571. 572. 573. 574. 575. 576. 577. 578. 579. 580. 581. 582. 583. 584. 585. 586. 587. 588. 589. 590. 591. 592. 593. 594. 595. 596. 597. 598. 599. 600. 601. 602. 603. 604. 605. 606. 607. 608. 609. 610. 611. 612. 613. 614. 615. 616. 617. 618. 619. 620. 621. 622. 623. 624. 625. 626. 627. 628. 629. 630. 631. 632. 633. 634. 635. 636. 637. 638. 639. 640. 641. 642. 643. 644. 645. 646. 647. 648. 649. 650. 651. 652. 653. 654. 655. 656. 657. 658. 659. 660. 661. 662. 663. 664. 665. 666. 667. 668. 669. 670. 671. 672. 673. 674. 675. 676. 677. 678. 679. 680. 681. 682. 683. 684. 685. 686. 687. 688. 689. 690. 691. 692. 693. 694. 695. 696. 697. 698. 699. 700. 701. 702. 703. 704. 705. 706. 707. 708. 709. 710. 711. 712. 713. 714. 715. 716. 717. 718. 719. 720. 721. 722. 723. 724. 725. 726. 727. 728. 729. 730. 731. 732. 733. 734. 735. 736. 737. 738. 739. 740. 741. 742. 743. 744. 745. 746. 747. 748. 749. 750. 751. 752. 753. 754. 755. 756. 757. 758. 759. 760. 761. 762. 763. 764. 765. 766. 767. 768. 769. 770. 771. 772. 773. 774. 775. 776. 777. 778. 779. 780. 781. 782. 783. 784. 785. 786. 787. 788. 789. 790. 791. 792. 793. 794. 795. 796. 797. 798. 799. 800. 801. 802. 803. 804. 805. 806. 807. 808. 809. 810. 811. 812. 813. 814. 815. 816. 817. 818. 819. 820. 821. 822. 823. 824. 825. 826. 827. 828. 829. 830. 831. 832. 833. 834. 835. 836. 837. 838. 839. 840. 84

The Beginnings of Communist Rule in Poland

10/1/1944

ANTONY POLONSKY and
BOLESŁAW DRUKIER

London School of Economics

This study reveals the conflict within the Communist party over tactics and strategy, especially the complexity of its relationship with its smaller coalition parties and shows them the way in which Soviet officials, above all Stalin, exercised close supervision and control.

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the 1990s, the number of people in the United States who are 65 years of age or older is projected to increase from 20 million to 35 million, and the number of people 75 years of age or older is projected to increase from 10 million to 15 million (U.S. Census Bureau, 1996). The number of people 85 years of age or older is projected to increase from 2 million to 4 million (U.S. Census Bureau, 1996). The number of people 90 years of age or older is projected to increase from 500,000 to 1 million (U.S. Census Bureau, 1996). The number of people 95 years of age or older is projected to increase from 100,000 to 200,000 (U.S. Census Bureau, 1996). The number of people 100 years of age or older is projected to increase from 10,000 to 20,000 (U.S. Census Bureau, 1996).

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...and the fact that the *in vitro* and *in vivo* results are in good agreement.

R K P

Р.К.Р.

BOOKS

Philosophers and the family

Women in Western Political Thought
by Susan Moller Okin
Princeton University Press, £13.60
and Virago, £4.95
ISBN 0 691 07613 8 and 86068 159 9

"I thought I saw two people, but it was only a man and his wife." In classic Western political theory, as in this Russian proverb, the woman is either within the field of vision, but either the gaze is focused exclusively on the male, or the female is denigrated by being defined functionally—as a wife, a mother or a daughter. In this book Professor Okin makes the focus of attention the female figures who existed as a blur on the edge of the philosophers' field of vision.

Political theorists build their systems on a conception of human nature; but, she argues, nature is defined differently for men and for women. To determine men's nature the philosophers asked "What can man do?" but in determining woman's nature they asked merely "What is woman for?" The "nature" of woman in these theories is a prescriptive and descriptive construct of what women do and ought to do to society. Theories of women's "nature", like theories of men's "nature", are primarily a function of the philosophers' views on the family, she claims. If the family is conceived of as "natural" or essential to society, then it becomes women's "nature" to fulfil the reproductive and nurturing roles required in it. Where the family is dispensed with, woman is no longer defined in terms of her role in it and is treated as man's equal.

There is much to criticize in Okin's book, but this is because it is a rich and suggestive attempt to explore a relatively unexplored field. Okin takes four philosophers as

case studies, and concludes by drawing parallels with functionalist thought about women in contemporary psychology, sociology and (mainly American) law. Of the four philosophers Rousseau is thought to merit four chapters, Plato three, Aristotle one, and J. S. Mill merely a half (by the time precursors and influences have been noted to).

Okin successfully uses her thesis about the family to reconcile the apparent contradictions between the feminism of Platin's Republic and the conservatism of his later *Lysis*. In Republic women's nature and rights are defined in terms of their function as guardians in the ideal city where the family has been abolished; in *Lysis* they are defined by reference to the second-best city where the family has been retained. Okin's thesis also illuminates Aristotle's treatment of women. Whereas Aristotle's woman has been seen as simply an imperfect man, Okin emphasizes his completely different treatment of man and woman—her nature is defined in terms of the serving of males in the family. The chapters on the Greeks are enlivened by remarks on the anti-woman bias of recent feminist and Aristotelian scholarship and by discussion of the family in ancient Greece.

The chapters on Rousseau are stimulating but less incisive. Okin has been seduced by his paradoxicality into a too textual (and rather repetitive) consideration of his doctrines. The lack of information on the difference between the contemporary and eighteenth-century family leaves an exaggerated impression of the extent in which Rousseau supported the status quo; his remarks on the "natural" woman and her role in breast-feeding and housework are addressed to the eighteenth-century aristocratic women who performed none of these functions. More seriously, Okin fails to show that attitude to the family is the key to Rousseau's stridently chauvinistic remarks on women.

Rousseau may well define woman functionally; but the question remains whether for him woman's function is primarily determined by his attitude to family roles or by his own warped sexuality.

In contrast, Mill is treated too cursorily. Okin's criticism of him for occasionally falling into the functionalist trap of defining women's "nature" in terms of family roles is persuasive. In general, however, Mill is seen to transcend functionalism: he maintains both a radical position on the question of women's rights and a conservative position on the family and women's support. He and unpaid role within it. Okin sees these two stances as inconsistent and it is thus Plato (rather than Mill) who emerges as the hero of this study. To my mind Okin is too kind to Plato. Republicanism may be "the only place in political philosophy where women are already included on the same terms as men"—although Okin's selection of philosophical case-studies is far too selective to substantiate this conclusion—but Plato treats men and women as equals only in as far as both are defined functionally in terms of their roles in the city. Ultimately Okin seems to object less to functionalism in general, than to the assumption that family roles define women's nature.

The concluding chapters on functionalism in contemporary thought are readable and interestingly controversial; but they are also sketchy and neither particularly original nor compelling in argument. The choice of Erik Erikson and Maurice Merleau-Ponty as the centrist Rousseau as "the man in the middle" seems arbitrary in the extreme, and highlights the general problem concerning the rationale behind the choice of case studies. The final chapter on the introduction of a feminist political theory, an ably begun in the chapters on the Greeks, would have seemed a more fitting end to this volume. The final chapters do not live up to the promise of the beginning. Nevertheless, as one of the first extended treatments of women in political theory, this well-written and valuable book deserves to succeed.

Christine Battersby

Dr Battersby is lecturer in philosophy at the University of Warwick.

Power and its symbols

Evita Perón: the myths of a woman
by J. M. Taylor
Blackwell, £7.95
ISBN 0 631 11471 8

Few women have attracted as many myths as Evita Perón. The earliest and simplest, dating from the rise of Peronism in 1945, was the opposition myth of Evita the Tert. In this she was a figure of fun, a talentless showgirl who used sex to snare Perón, and her subsequent position in the political arena reflected the fact that at this point the real threat seemed to come from Perón and his union backers. Ridiculing Evita was just another way of belittling her husband during a tense election and in the uncertain months that followed his victory.

But it was not long before Evita began to be seen as a threat in her own right and Evita the Tert hardened into Evita the Whore. Her growing power was now put down to intense sexual magnetism, and no longer to luck or her husband's power she enjoyed as First Lady. Evita the Whore was also given more complex motives and her love of display was no longer attributed to a naive and vulgar greed. To the haute bourgeoisie of Buenos Aires (whose myth this was) Evita Perón was a calculated rejection of their tradition of restraint. It was also, and more dangerously, the means by which they believed she was able to co-optate the Peronist masses.

In the final stage her power had grown to the point where sexuality and motive were irrelevant. Now she was Evita the Machine, an sexual bitch goddess whose power came from her relentless ambition and from the ruthlessness and guile with which she intrigued in the inner circle. Increasingly it seemed that it was Evita rather than Perón who lay behind the stridency and intransigence of the regime. To anti-Peronists the reasons were clear. Driven by memories of the poverty and degradation of her youth, her megalomaniacal desire for domination, Evita was now determined on the elimination of the traditional oligarchy that had for so long dominated politics and society.

Peronist myths about her are simpler but parallel those of the oppositionists. At first she was an entirely secondary figure. Young, beautiful and spontaneous she gave style and charm to the regime but her popularity was seen as derivative. As time passed this was devel-

oped into the image of Evita the Good. Now showing herself in work with the masses with a dedication that was eventually to kill her, she came to stand for Love, Abnegation, and Hope, a feminine counterpart to the celebration of Perón. And after her death she was virtually sanctified by the propaganda machine. The final myth was developed in the 1960s by the Peronist Left as part of its attempt to salvage something from the conservatism of orthodox Peronism. Now she was Evita the Revolutionary, a powerful, radical and masculine figure—*Si Evita viviera, sería Montonera*.

The inversion to the two sets of myths indicates that they were attempts to come to terms with real changes in Evita's political role. She was always careful to endorse the subordinate position put out in official propaganda but it is no doubt that by the time of her death she had carved out a formidable empire. By then she controlled a major publishing network, had supplanted the traditional patronage and good works with the extensive welfare provided by the Eva Perón Foundation, had established the Women's Peronist Party and had secured female enfranchisement. But the true significance of her power over Perón, her "radicalism", and her relation with the masses remain obscure.

Julia Taylor would argue that these questions are unanswerable, and she is interesting in that she mythologizes herself. Two conclusions are drawn. The first is that on both sides there were middle-class myths intended to explain a presumed bad over the masses. The second is that the traditional language of class and national debate. To anti-Peronists Evita symbolized the eruption into political life of the old caste and barbarian tradition. To Peronists she stood for the downfall of elitism and cosmopolitanism. The second concern their chauvinism. When Evita was powerless she was either tart or mere adornment. As her influence grew she became whore or mother. When she became a man, this is an original and stylish account of the relationship between political power and sexual symbolism.

Walter Little

Dr Little is lecturer in Latin American politics at Liverpool University.

Women who didn't stay at home

Women in Revolution: Paris 1789-1795: selected documents translated with notes and commentary
edited by Declan Gay Lary, et al
University of Illinois Press, £15.50
ISBN 0 252 00409 4

The number of subjects for historical investigation can be doubled by the simple addition of the words "women and" or "women in". The question here is whether women played a sufficiently distinctive role in revolutionary Paris, to justify a sizeable volume on the theme. The three editors of this collection of documents clearly have no doubts and emphasize not just the traditional role of women in reinforcing the economic demands of their husbands—the most famous example being the October Days when the women of Paris marched on Versailles to bring back the baker, the baker's wife and the baker's boy (Louis XVI, Marie Antoinette and the Dauphin)—but also the significant ideas which would later be called "feminism".

This "traditional" tale has been charted many times in the numerous books on popular politics during the Revolution. However, the editors of this anthology do provide interesting illustrations of the fact that many women lost by the Revolution. One group, the flower-sellers, even lost by Europe's anti-bulb legislation and published the *National*

Assembly to restore their monopoly. And women's trades (often luxury trades) suffered from the decline of the nobility and the emigration of many of its members. There are examples of women who regretted the ancien régime and there are one, say, that for every Mme de Malesherbes there is at least one Charlotte Corday.

Women's specifically "feminist" demands ranged from the less controversial, such as the right to equal inheritance and divorce (which were granted), through the progressive, like the right to the vote (which was lightly dismissed), to the bizarre, like the right to enlist in the armies and bear arms. Unfortunately for those pro-feminists their political context was one of total war where the martial virtues were pre-eminent and they were driven to claiming the impossible: that women make as good soldiers as men. One could only get so much mileage out of Jean de Artois otherwise one had to fall back on the weak argument that the existence of the Amazon had only been doubted because of male arrogance.

The climax of women's organized political involvement in the Revolution came with the Society of Revolutionary Republican Women which was founded between May 10 and October 30, 1793. At first the society supported the orthodox Jacobins, but later identified itself with the more radical, and was perceived with the scepticism known as the *Enragés*. Was this shift of policy due merely to the loss of (and later marriage) between Pauline Léon and the *Enragé* Leclerc? We are not told.

and, in general, more could have been made of this big mass of interesting phase of women's politics. At all events the National Convention dissolved the society on September 30, 1793, the same day that it declared emergency government for the duration of the war. In its report, the Committee of General Security observed that the women's place was in the home, "at least during the Revolution".

In conclusion, it must be said that the editors go far into the error—almost laughable from the examination of the origins of any movement—of exaggerating the contemporary importance of their theme. However, their exaggeration is nothing compared with the Marxist searching, with a magnifying glass, for the proletarian bourgeoisie conflict in pre-Industrial Revolution France. And the book should be read for its well-defined theme and publication of new material.

One final point, though. Given that the editors are confining their attention to the political role of women in Paris between 1789 and 1795, can they afford to omit Mme de Polignac, Marie de Stael, Mme de Staël, Charlotte Corday, Marie Antoinette, the King's sister, Madame Elisabeth? The characters in the book themselves realized the importance of their more prominent sisters.

John Hardman

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BOOKS

Our responsibility to protect

The Common Ground
by Richard Mabey
Hutchinson, £8.95
ISBN 0 09 139170 9

The management of renewable natural resources with economic or social value, such as trees and game, has a history reaching back into prehistory. On the other hand, the idea of protecting complete wildlife communities is less than a century old and modern conservation in Britain only really began with the National Parks and Access to the Countryside Act of 1949, which also created the Nature Conservancy and gave statutory recognition to the concept of wildlife as a resource. At about the same time, powerful forces were changing rural land use practices. Lacking the power to resist and sometimes lacking the conviction, the main conservation bodies responded by retooling into their increasingly isolated nature reserves rather than striving to defend the common ground of natural beauty throughout the countryside.

It is only recently that the situation has shown signs of changing, with keen media interest, growing parliamentary concern, and huge support for nature conservation flowing into the voluntary sector—the Royal Society for the Protection of Birds recruits a thousand new members every week. As resources grow, so does self-confidence; just failures are analyzed and new solutions sought. Thus the Nature Conservancy Council approached Richard Mabey in 1976 to write about nature conservation as a well-informed outsider, so that public debate on the issues could take place on a more informed basis.

In the first part of *The Common Ground* the author considers individual attitudes to nature, ranging from the relationship between man and his coots, through the enthusiasms of those to whom nature is an absorbing hobby, to the indifference of most of those in whom it is not. Inevitably he reaches the conclusion that "we are in charge" and that, having the power to destroy, we have the responsibility to protect. Unfortunately, this does not get the conservation worker anywhere. He must deal with the ethic and all the familiar with its iniquity when the chips are down: the practical arguments for protecting resource material or natural beauty—call it what you will—must then be found.

Some of these arguments appear as the author moves on to consider the ways in which forestry and agriculture have shaped our natural history and, until recently, sustained our natural heritage. The material included here is interesting if fairly familiar: the subtle but complex systems by which land was managed, without the aid of massive fossil energy inputs, for the production of food, timber and many other requirements (including recreation) remain matter for illumination and effort for emulation by those involved in the management of nature reserves today. It is a pity that, when he moves on to consider modern systems, Mabey's interest wanes. It is vital to understand and discuss—in some cases to expose—the crude and methods, their costs and benefits, if we are to replace them with something better and to avoid making similar mistakes in the future.

The final section of the book suggests some conservation policies and priorities, ranging over legislation to protect species, the approach to site safeguarding, and aspects of the measures needed for the countryside in a wider context. Here it is pleasing to find the author concluding firmly that there must be better protection for the remaining but swiftly diminishing sites of importance for wildlife and that society must produce realistic financial incentives to back this up. It will be interesting to see whether the Nature Conservancy Council itself is won over by his argument instead of continuing to go on along with the civil servants' inadequate proposals for site protection which will be part of the forthcoming Wildlife and Countryside Bill.

Those who are already actively involved in nature conservation are unlikely to find anything new in the book, although they may be inspired by the one-sided analysis given in some case-studies—Amblerly Willbrooks and the Ribbles, for example. Evidently, Nature Conservancy Council records do not tell the whole story and the author fails to allude to the other parties involved and record their attitudes. However, the main purpose of the book is to present the conservation case to a wider public. It will help to extend appreciation of what is not only an ethical but a highly technical subject with important implications for the future use of land in Britain.

John Andrews

John Andrews is head of the conservation planning department at the Royal Society for the Protection of Birds.

Geophysical motions

Geophysical Fluid Dynamics
by Joseph Pedlosky
Springer, D379.50
ISBN 3 540 90368 2

As I am going to cavil, let me say at the outset that I found this book interesting, authoritative, well organized, and mostly clearly written. It will become one of the more used books on my shelves.

Why then should my enthusiasm be qualified? Basically, my quarrel is with the title and with parts of the blur and preface. A reviewer should be careful not to criticize a book just because it is not what he had expected, but I think in this case the problem goes deeper. If the title had been, say, *The Theory of Quasigeostrophic Flows*, it would probably not have suffered from the criticism of being too narrow. This book and this book has come out at a time when a warning of its specialized character may be particularly necessary.

The study of those aspects of the flow of fluids on a sphere that are relevant to the motions of the atmosphere, the oceans, the Earth's

interior, and other planets has in recent years gained prominence in teaching and research. It is just at a stage when textbooks would be both expected and welcome. It can but make for confusion that the only book (as far as I know) on geophysical fluid dynamics should omit all of such diverse and important topics as thermal convection, double-diffusive phenomena (cold air, turbulent boundary layers, etc.) or the Earth's surface, and mountain waves.

To many people, the fascination of geophysical fluid dynamics comes from the interplay of mathematical theory, laboratory experiments, and natural observations. Pedlosky's book is concerned with the first. It omits the second totally, though experiments have contributed significantly to some of the topics treated. Meteorological and oceanographic observations are mentioned quite frequently, but there is no systematic survey of the available information. Anyone using this book to discover the "flavour" of geophysical fluid dynamics may thus be misled. Some may be attracted by the subtlety

and elegance of the mathematical analysis, but more may be put off by the "abstraction".

The book is actually a detailed account of the principal mathematical methods used to analyse the large-scale circulation of the atmosphere and oceans in the non-equatorial regions. Some of the material is advanced enough for the book to be used as a research monograph, and this is where it will probably find its principal success. It claims to be a student text and contains introductory material. Certainly, any student intending to specialize in this branch of meteorology and oceanography will find the book invaluable, but he will need other sources of information if he is to gain a real appreciation of all aspects of even this restricted branch, and he will probably find that he should have claimed less.

D. J. Tritton

D. J. Tritton is senior lecturer in the department of geophysics and planetary physics at the University of Newcastle upon Tyne.

Plain and simple language

The Statement Spiral BASIC: from calculator to computer
by Richard E. Meyer
Culler-Murmillan, £6.95
ISBN 0 02 471563 3

BASIC is the most widely used introductory programming language, and is thus a tempting area for a publisher (or authors) looking for a substantial class of students. As more and more newcomers are faced with the problem of doing something that will make their offering stand out on the bookshop shelves, the title of the book under review tends to the unfortunate notion of the cover assurance that it will be noticed. "Ten Statement" is not unexpected—BASIC is after all a very simple language—*but "Spiral"?* What can "Spiral" mean? The preface explains that "Spiral learning is based on the student's mastering each concept before going on to the next". It didn't occur to me in 20 years of teaching that there was any other way of successful learning, but that's the way. (I still don't see, however, an essentially linear process described as spiral.)

Tutorial to the body of the text, the author has chosen to exploit the ubiquity of the pocket calculator by presenting the BASIC terminology as a sophisticated calculator, showing its capabilities, to the familiar features of the calculators that most students possess. This trick me as a successful way of bridging the conceptual gap that faces the student when first confronted with a programmatic device. A disadvantage of this approach is that the computer is presented as a primarily numerical device: it is not until page 139 that we discover that BASIC can handle character strings as well as numbers. This may be all right for the student who has studied, but not understood, before going on to the

non-numerical disciplines will be less enamoured of this approach.

The features of BASIC are introduced in a very clear manner, with plenty of illustrations and examples. The text is well presented with a "spiral" exercise (part of the spiral learning process) is placed to left of the solution to be written in, but as a model solution is given just before, even the most conscientious student will find it difficult to avoid the temptation to peek. Although admirably clear, the exposition moves at a very slow pace. My estimation is that although the book would be very suitable for use in schools, or by the student working alone, teachers in UK universities might prefer something with a bit more snip, crackle and pop.

David Barron

David Barron is professor of computer studies at the University of Southampton.

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(Detailed inquiries may be made to Professor P. J. Stoen, Ext. 301)

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Application forms and further particulars from: Personnel, The Polytechnic of Wolverhampton WV1 1LY. Telephone: 0902 43331 (24 hours Answerphone).

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Details from: The Services Officer, Leeds Polytechnic, Colverley Street, Leeds LS1 3HE. Tel: 0532 462355.

Closing Date: 18 July, 1980. Please enclose a.s.a.

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Further details and form of application from The Assistant Director (Administration), Trent Polytechnic, Burton Road, Nottingham, NG1 4BU. Closing date: 14 July 1980.



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Application forms and further details are available from the Personnel Officer (Dept. 738/87), Sheffield City Polytechnic, Sheffield House, Fitzroy Square, Sheffield S1 2DS; or by telephone on 0594 111 287. Completed forms should be returned by July 31, 1980.

Applicants should have an honours degree (UK) with a pure or applied biological component or equivalent qualification. Applications from working taxonomists without such qualifications will also be considered. Further details and application forms from The Polytechnic School of Engineering and Science, 116 New Chesham Street, London W1M 5JS, Telephone 01-485 5811.

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BRISTOL

THE POLYTECHNIC OF ENVIRONMENTAL HEALTH

LECTURER II/SENIOR LECTURER IN ENVIRONMENTAL HEALTH

(Reference to: 103/20)

Candidates should have an honours degree and/or professional qualification with industrial or teaching experience in at least two of the following: Statistics, Business Mathematics, Operational Research, Computing, Systems and Data Processing.

Salary: £5,905 to £8,436 (Interim award)

Applicants are invited for the post of Lecturer in Modern History to teach on the HNC and HND courses and their replacement. Salary scales are as at present under review, but the maximum of the Senior Lecturer range of £10,445 to £12,366 is expected to be approximately £11,000 per annum.

Further details and form of application from The Assistant Director (Administration), Trent Polytechnic, Burton Road, Nottingham, NG1 4BU. Closing date: 14 July 1980.

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